



2014 COACHE Survey Results: *Nature of Work*

Overview

The focus area *Nature of Work* consists of 29 survey items surrounding three topics: research, teaching, and service. The results show that, overall, FSU faculty who participated in the 2014 COACHE survey rated these three benchmarks more positively than colleagues at peer institutions and respondents from all other institutions that participated in the 2014 COACHE cohort.¹

In the following, the survey items and results for each topic will be presented separately, followed by a brief summary highlighting strengths and opportunities for improvement in this focus area of the survey. For parsimony, this report will use “faculty” to refer to responses of participating faculty, “peers” to denote the average responses from the five selected peers in the footnote, “all universities” to identify response averages from the participating universities and “rated or ratings” to represent average ratings.

Research

Overall, the ratings by FSU faculty are more positive than those by both the peer institutions and the 2014 COACHE cohort. Because FSU is a research institution it is expected that there should be systematic support for research on campus, however, FSU faculty also rated their attitudes on research higher than their peers at the selected research universities.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Benchmark: Nature of Work Research	3.44	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Influence over focus of research	4.43	▶	▶	▶	▶	▶	▶	▶	▶	▶
Time spent on research	3.64	▶	▶	▶	▶	▶	▶	▶	▶	▶
Quality of grad students to support research	3.43	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for engaging undergrads in research	3.40	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for travel to present/conduct research	3.39	▶	▶	▶	▶	▶	▶	▶	▶	▶
Expectations for finding external funding	3.35	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for research	3.31	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for securing grad student assistance	3.26	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for obtaining grants (pre-award)	3.24	▶	▶	▶	▶	▶	▶	▶	▶	▶
Support for maintaining grants (post-award)	3.21	▶	▶	▶	▶	▶	▶	▶	▶	▶
Availability of course release for research	2.91	▶	▶	▶	▶	▶	▶	▶	▶	▶

¹ **Rating Key:** 1 – Very Dissatisfied 2 – Dissatisfied 3 – Neither Satisfied or Dissatisfied 4 – Satisfied 5 – Very Satisfied
 Left-facing triangles ◀ represent relative ratings as compared to five designated peer institutions (Indiana University – Bloomington; North Carolina State University; University of California, Davis; University of Kansas; University of Missouri - Columbia); right-facing triangles ▶ represent all institutions that participated in the 2014 COACHE cohort. Green triangles ◀▶ indicate areas of strength; red triangles ▶ indicate areas of concern; grey triangles ▶ mean no difference. Group comparisons: tenured/pre-tenure, full/associate professor, men/women, and white/faculty of color.

Teaching

FSU's mean ratings are clustered around the satisfied mark, and many compare favorably to both the peer institutions and the cohort. While FSU faculty were generally satisfied with the *Number of students taught*, the ratings of most faculty sub-groups was lower than the peer average. Reducing the number of students taught or hiring additional teaching support, especially in undergraduate courses, stood out as particular needs in the open-ended comments.

One anomalous pattern is that FSU pre-tenure faculty reported lower relative scores than their FSU colleagues in general and lower than the peer averages on half of the questions.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Benchmark: Nature of Work: Teaching	3.82	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶
Discretion over course content	4.42	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀
Level of courses taught	4.11	◀▶	◀▶	▶◀	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀
Time spent on teaching	4.01	◀▶	◀▶	▶◀	▶◀	▶◀	◀▶	◀▶	◀▶	◀▶
Number of courses taught	3.99	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶
Number of students in classes taught	3.65	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Quality of grad students to support teaching	3.54	▶◀	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀
Quality of students taught	3.43	▶◀	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀
Equitability of distribution of teaching load	3.35	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀

Service

FSU scores on various aspects of Service are more positive than both those of the peer institutions and the full cohort, although means are mostly clustered around the neutral rating. One outlier that may require further investigation is the fact that pre-tenured faculty respondents rated *Discretion to choose committees* lower than both their peers and the cohort. There were also two questions where female faculty ratings were lower than those of all universities. Open-ended comments included very few comments about service, only one of which mentioned inequitable assignments based on gender for a tenured female faculty member. On the other hand, several comments mentioned a need for faculty to receive more *leadership* training and opportunities.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Benchmark: Nature of Work: Service	3.39	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	▶◀	◀▶	◀▶
Number of student advisees	3.70	◀▶	◀▶	▶◀	◀▶	▶◀	◀▶	◀▶	◀▶	▶◀
Attractiveness of committees	3.55	◀▶	◀▶	▶◀	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀
Number of committees	3.53	◀▶	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Time spent on service	3.53	◀▶	▶◀	◀▶	▶◀	▶◀	◀▶	◀▶	◀▶	▶◀
Discretion to choose committees	3.49	▶◀	▶◀	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀
Equitability of committee assignments	3.11	▶◀	▶◀	◀▶	▶◀	▶◀	▶◀	▶◀	▶◀	▶◀
Support for faculty in leadership roles	3.07	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Other Items

FSU faculty rated *Ability to balance teaching, research, and service* and *Time spent on administrative tasks* higher than their peers and the cohort. Although *Time spent on outreach* was rated as satisfactory, associate professors and women gave this item a lower rating than their peers from the five peer institutions. Inspection of frequencies revealed that FSU female faculty also rated the *Ability to balance teaching, research, and service* significantly lower than FSU male faculty. Open-ended comments included several statements about heavy workloads and lack of recognition for time spent on administrative tasks.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc
Related survey items										
Time spent on outreach	3.59	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Ability to balance teaching/research/service	3.45	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶
Time spent on administrative tasks	3.09	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶	◀▶

Summary

- ✓ FSU Faculty expressed greater satisfaction than their peers and all institutions on each of the three areas of work: research, teaching and service.
 - ✓ Faculty were particularly satisfied with their control over the focus of their research and the amount of time they were afforded to conduct research.
 - ✓ Discretion over course content, the level of courses taught and the amount of time spent on teaching were rated highly by FSU faculty.
 - ✓ Faculty satisfaction with service was more positive than that of the peers or all institutions on average, but the degree of satisfaction was marginal.
- ✗ Although the research ratings were high relative to both comparison cohorts, FSU faculty gave lukewarm ratings of pre and post award support and the ability to get release time from teaching for research.
 - ✗ One measure of satisfaction with teaching was an apparent outlier compared to the other teaching measures. FSU faculty had greater concerns about class size than their peers at similar research universities.
 - ✗ Discretion to choose committee assignments was an area that FSU faculty did not rate higher than their peers. Some sub-groups rated this lower than the average of the peer institution colleagues.